Qualitative Research in Educational Sciences
Volume 2, Issue 1, Winter 2026, Pages 124-149
https://doi.org/10.71839/QRES.2026.1214778

Extended Abstract

Identification of Barriers to Constructive Interaction Between Parents and School Educators and Strategies for Improvement

Mozhgan FereydounNezhad [1*], Neda Haselou [2]

[1*] Department of Psychology and Counseling Training, Farhangian University of Tehran, Iran
[2] Department of Elementary Education, Sherafat Higher Education Center, Farhangian University of Tehran, Iran

Introduction

Ineffective interaction between parents and teachers is a major challenge in education, as it negatively affects students' academic achievement and social development. Low parental awareness of teachers' roles, limited teacher communication skills, and various cultural or social barriers contribute to this issue. Many parents view their role primarily as providing material support, while neglecting participation in school meetings or communication with teachers. Teachers' lack of time and inadequate communication skills further reduce the effectiveness of parent–teacher interactions, fostering distrust and diminishing parental involvement (Bazargan, 2020; TizfahmFard, 2023; Ghasemi, 2023). Despite previous research, no comprehensive study has synthesized these findings. Therefore, this study aims to provide a holistic analysis of the factors hindering constructive parent–teacher interaction, its consequences, and strategies for improvement.

Received: 2025/08/13 Accepted: 2025/09/16

Citation: FereydounNezhad, M., & Haselou, N. (2026). Identification of Barriers to Constructive Interaction Between Parents and School Educators and Strategies for Improvement. *Qualitative Research in Educational Sciences, 2*(1), 124–149. https://doi.org/10.71839/QRES.2026.1214778

* Corresponding author: dr.m_fereydounnezhad@yahoo.com https://doi.org/10.71839/QRES.2026.1214778

Methodology

This study is an applied, exploratory, and meta-analytic research employing qualitative content analysis. A systematic literature review was conducted to collect data from scientific databases, books, and peer-reviewed articles. The grounded theory approach guided the three-stage coding process: open coding (identifying initial concepts), axial coding (developing categories), and selective coding (integrating core themes). This process facilitated theory development rather than mere description. The target population consists of parents and educators.

Findings

The key barriers to effective parent–teacher interaction include cognitive and attitudinal factors, limited communication skills, organizational deficiencies, family constraints, and cultural or legal barriers. These challenges lead to consequences such as lower academic achievement, behavioral and social difficulties, decreased parental involvement, and long-term structural implications. Strategies for improvement emphasize capacity-building through training, regular and transparent communication, supportive school policies, and inclusive engagement programs.

Conclusion

Effective interaction between parents and teachers is critical for students' academic, social, and emotional development. A lack of collaboration can lead to reduced motivation, behavioral problems, and a widening gap between home and school. Strengthening communication, trust, and mutual understanding through structured programs, professional workshops, and clear institutional policies enhances student outcomes and fosters a supportive learning environment. Addressing cultural, social, and organizational barriers is essential for ensuring sustainable parent–teacher engagement.

This study, employing a systematic qualitative methodology and adhering to the principle of theoretical saturation, provides an in-depth analysis of the barriers and strategies for constructive parent–teacher interaction.

The following recommendations may advance knowledge in this field and guide future research:

- To strengthen constructive family–school collaboration, several policy-level actions are recommended. First, the development of a national framework for family–school interaction is essential to provide a unified vision for parental engagement. Such a framework, formulated through collaboration between the Ministry of Education and academic institutions, should outline specific objectives, guiding principles, evaluation indicators, and practical incentives to

institutionalize effective and sustainable cooperation between parents and schools.

- Second, the institutionalization of reciprocal training programs for parents and teachers can enhance mutual understanding and communication. Regular workshops for parents on child development, educational psychology, and home-based learning—combined with in-service training for teachers on effective parent communication—should be formally integrated into school development plans.
- Finally, the promotion of applied and data-driven research on family–school collaboration is crucial. Universities and research centers should prioritize interdisciplinary and evidence-based studies on this topic and ensure that their findings inform educational policies and school practices. Together, these measures can foster a more coherent, inclusive, and research-informed approach to parental engagement in education.

References

Bazargan, Z. (2020). A transformation in parent–teacher relationships. *Peyvand*, (6266), 1–12. [in Persian]

Ghasemi, T. (2023). Home–school interaction: Challenges and solutions. In *Proceedings of the 14th International Conference on Management and Humanities Research in Iran* (pp. 286–305). Tehran, Iran. [in Persian]

TizfahmFard, G. (2023). Examining the impact of parent–teacher cooperation on addressing students' educational and behavioral problems. In *Proceedings of the 13th International Conference on Psychology, Educational Sciences, and Lifestyle* (Tbilisi, Georgia). [in Persian]